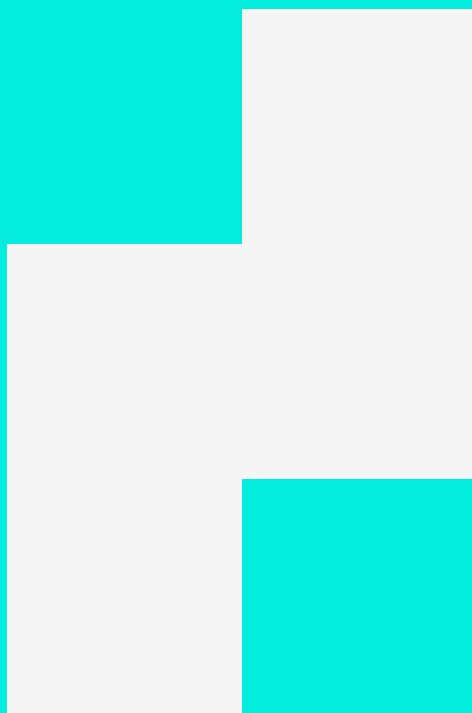


Pupil Design Awards

**Brief pack
2022–23**





I feel that the skills I have learnt and the problems that we overcame have really **benefited me in becoming more confident within myself.**

Finalist, Pupil Design Awards



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Introduction

Calling all creative problem solvers! At the RSA, we believe in a world where everyone is able to participate in creating a better future. Through our ideas and research, a 30,000 strong Fellowship, and our collaborators and partners, we are a global community of proactive problem solvers uniting people and ideas to solve the challenges of our time.

The RSA has always championed the power of design for public good. Now, through the RSA Pupil Design Awards, we invite you to join our community of changemakers. We are calling on you to demonstrate how design has the potential to unravel complex problems, explore new possibilities and unlock new ways to meet the needs of people and our planet.

The RSA Pupil Design Awards' vision is one in which young people develop their creative confidence through engaging with real-world problems and leave school with the agency and capabilities which enable them to flourish in their personal lives and contribute to the flourishing of their communities. We do this by:

- Broadening teachers' and pupils' knowledge of how **social design** can be applied and understood
- Introducing **social design thinking** to teachers and pupils
- Connecting schools to their local communities and enabling pupils to design solutions to local and global contemporary challenges

Our 2022-23 briefs pose tough challenges and we hope they open up a range of possibilities for you to present creative designs:

- 1. All being well:** How might we make improved health and wellbeing more accessible to everybody?
- 2. People power:** How might we support communities to transition to renewable energy?
- 3. Planet generation:** How might we create stronger communities by bringing older and younger generations together to tackle social and environmental issues?

We know that amongst you there is an abundance of talent, appetite, and determination to address the challenges of today and paint tomorrow with hope. We can't wait to see what's in store this year!

RSA Pupil Design Awards Team

About the Pupil Design Awards:

The RSA Pupil Design Awards is a free UK-wide design awards programme for pupils aged 11-17. Pupils are encouraged to use their creativity and imagination to tackle real challenges facing people and the planet. Schools are provided with lesson plans, training, and mentors to support participation. Teams or individuals submit design proposals and material explaining how they approached their problem. All submitted proposals will receive feedback from expert reviewers and will have their proposal profiled on the RSA website. The 2022-23 RSA Pupil Design Awards are brought to you by The Comino Foundation with additional support from Fixperts.

Awards timeline

November

Awards launch

New briefs and resources are uploaded on to our website, and registration is live.

Nov - Dec

Education engagement

Engagement opportunities including teacher workshops.

Feb - Mar

Mentor visits

Support on your proposals from professional designers and former winners of the Student Design Awards.

Late March

Submissions open

Online submission platform opens for teachers to upload their pupils' work.

Late April

Submissions close

Online submission platform closes. We will provide updated timelines as the year progresses.

May

Evaluation

All entries will be reviewed by experts who provide invaluable feedback to students.

June

Awards ceremony

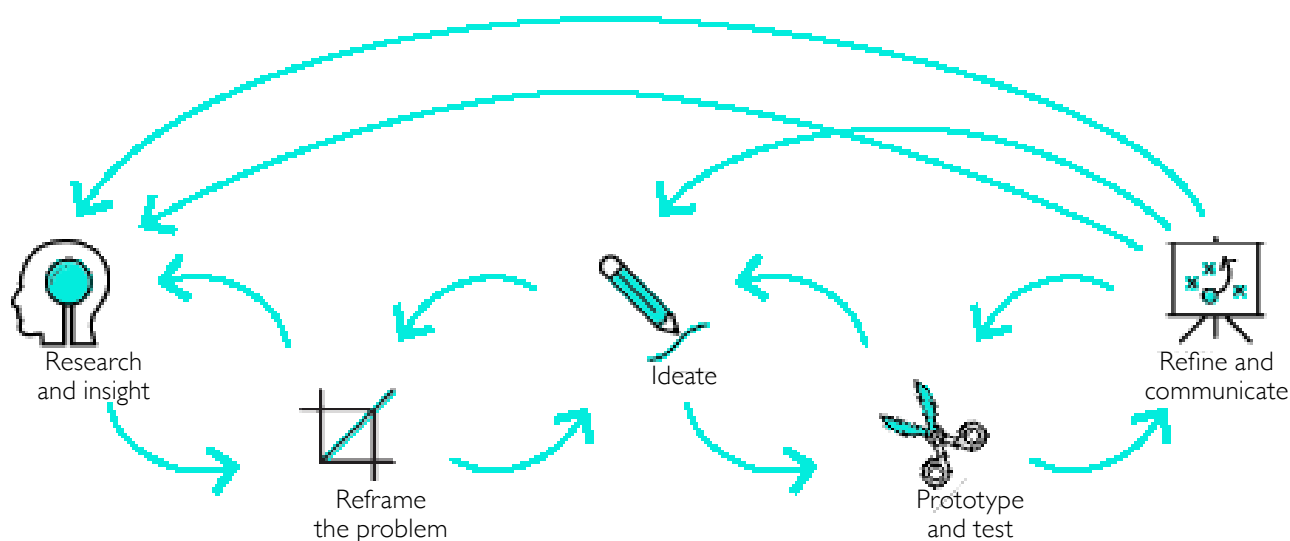
All entrants will receive an award and special commendations will be invited to an awards day celebration at RSA House.

How to think like a designer

Design thinking is a process and a mindset used to tackle complex problems. It can help us explore new alternatives and to imagine and bring to life ideas that didn't exist before. It offers us an opportunity to design with communities, to deeply understand the people we're looking

to support, to be creative, and to come up with new answers that respond to people's needs and motivations. It is a flexible and non-linear process, where you can go back and forth as many times as you need to reach an idea that addresses the problem you have identified.

The non-linear design thinking process



What is a design brief?

You'll receive a design brief at the start of your project to give guidance and focus, whilst leaving room for open ended, creative responses. A good brief helps frame the challenge you are being asked to explore and provides detail on important considerations and key information.

Once you have your design brief, you can then apply your design thinking and start on your design journey. Make sure that throughout your project you constantly refer back to your design brief to ensure your proposal is responding to the challenge you have been set.

Mentor Tip:

The communication of your proposal on the six boards is key. We suggest sketching out rough versions of each board to develop as the Awards go on. Start early and treat it as a live document!

What is a design proposal?

You'll be submitting a design proposal at the end of your project once you have completed your design journey, to summarise your idea and communicate it to others. Make sure your proposal responds to each area of the submission criteria.

Stories are the most powerful way to communicate your proposal and your experience of the design journey. Think about how to get your audience interested in your idea and craft a short, engaging story focusing on the most important aspects of your proposal. For example: name the brief you've explored, describe what inspired your idea, your key findings from your research, how it responds to the needs you learnt about and explain how you have tested and developed your proposal further.

A good design proposal brings your idea to life, communicates its value, and explains how it makes a positive difference to the natural world

How to approach the briefs

Applying a design thinking approach:



Research and understand people's needs and motivations:

Undertake primary research to help understand the needs and motivations of the people affected by the problem posed in the brief. This could be done in different ways, such as through interviews, conversations, observation and stories. Make sure you capture your findings (what does the research say?) and insights (what did you learn? This can include patterns or behaviours that might lead to ideas).



Reframe the problem:

Choose a specific problem within the brief that you would like to solve and consider your audience. Who is currently affected by this problem? They will be your partners in this process. When applying design thinking, we focus on people as the source of inspiration and direction for our ideas.



Ideate:

Let your imagination flow and explore lots of ideas that address the problem in the brief (don't be afraid of including silly ideas!). Once you have come up with as many ideas as you can, you might want to focus on one or two that seem interesting and original.



Prototype and test:

Experiment and develop your idea further and try to make it visual and tangible. For example, make a drawing that explains a process or create a product out of cardboard. Share your proposal with your audience and gather lots of feedback. Iterate your idea based on that feedback. Your audience will help you to improve your proposal and make it even better.



Refine and communicate:

Once you have modified your proposal, refine how to present it. In particular, consider the way you are going to communicate and think about following this structure: what, how, for whom, and why. How will your idea work in the real world?

How to approach the briefs

Tip from RSA Pupil Design Awards mentors:

In certain circumstances it may be difficult to conduct detailed primary research in your local community, however you can always speak to friends and family to gain insights, just ensure you demonstrate how it fits into your design thinking process. For example, have you reframed the problem based on speaking to somebody? Have you asked for feedback after prototyping and testing your idea?

The key is to find the balance between the big, broad issues and small, laser-focused practical ideas. We encourage pupils to locate specific problems in their findings gathered through their research. Specific problems will have connections to wider issues and if you can demonstrate this when communicating your idea, it will be a more powerful submission.

The Pupil Design Awards' briefs are challenging and contain multiple problems within them. We're not expecting you to develop one single proposal that solves everything, the experts are interested in understanding your design thinking process and that you've considered the evaluation criteria throughout your project.

We understand in some of your proposals you may be incorporating new technologies. We encourage you to think about the intended impact that underlies the technology, rather than the specific detail of how it's made. Make sure you communicate this impact on your boards!

Every year we receive a lot of submissions focused on apps. Apps can be a great approach if your research and feedback have led you towards that outcome. However, we encourage you to explore a variety of options – proposals could be workshops, services, campaigns or anything you can imagine, be curious and explore!

Remember the design thinking process is non-linear, you can go back and forth between the different stages. Judges want to see multiple initial ideas from your research and prototyping, show them you've developed your proposal. Iteration is crucial to the process.

Design thinkers are...

unlike other

problem solvers

we tinker and test, we fail early and often

and we spend a surprising amount of time

not knowing the answer to the challenge at hand.

And yet, we forge ahead.

We're

optimists

& makers,

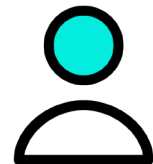
experimenters

& learners

We



iterate,



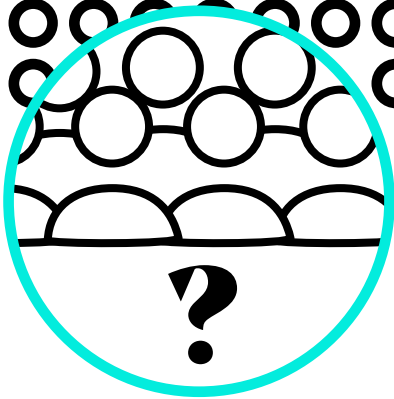
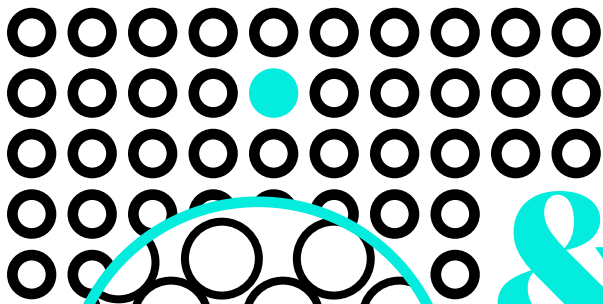
empathize

&



we look for inspiration
in unexpected places

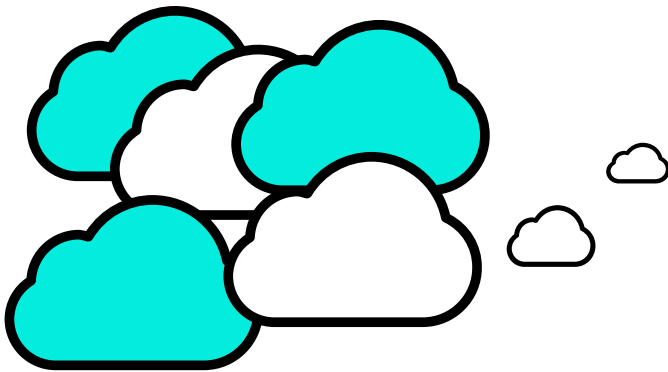
We believe that



a solution is out there

that by keeping focused on the people we're designing for and asking the right questions,

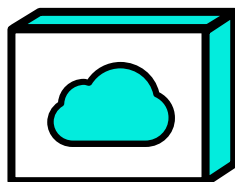
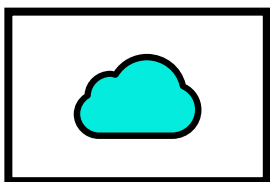
we'll get there together.



We dream up lots of ideas,

some that work and

some that don't.



We make our ideas tangible

so that we can test them,

and then we refine them.

In the end, our approach amounts to

wild **creativity,**
a ceaseless **push to innovate**



a confidence that leads us to solutions

we'd never dreamed of when we started.

All being well

How might we make improved health and wellbeing more accessible to everybody?

Brief 1:

All being well

How might we make improved health and wellbeing more accessible to everybody?

Background

What do the words 'health and wellbeing' mean to you?

The World Health Organisation (WHO) defines health as "a state of complete physical, mental, and social wellbeing and not merely the absence of disease".

The United Nations (UN) prioritises health and wellbeing as one of its seventeen Sustainable Development Goals (SDGs), recognising that a society cannot thrive without a healthy population.

Perhaps when you think of health and wellbeing, you think of doctors, nurses and other health professionals providing treatments for illnesses or injuries, including through medication and even surgery. But, for a truly healthy society, as well as offering treatment and cures, it's important that we find ways to prevent ill health, and improve everyone's wellbeing.

The conditions in which we all live – how and where we're born, grow, live, work and age (including things like how much we're paid, the quality of our housing, and how clean the surrounding environment is) - all influence our health.

In turn, these conditions can positively or negatively affect our ability to make choices that support a healthy lifestyle, or to access essential health services. These are known as social determinants of health.

Many of us still face significant barriers to accessing health and wellbeing services and improving our health outcomes:

- Childhood disadvantage and poverty can have lifelong effects on individuals, leading to the development of different health problems later in life - whereas investment in children's health, wellbeing and development can have long-lasting positive effects into adulthood; as well as health benefits for their parents and families.
- Many people feel that they have to put other responsibilities above their own personal wellbeing – for example, if they have jobs that have long and/or unsociable hours, or which are emotionally stressful, physically hard or even dangerous.
- Without strong networks of support from family, friends, neighbours and the wider community, people can become lonely or isolated; whilst some people may be under-supported (and so feel overburdened) with caring responsibilities. Women, in particular, often end up becoming the main caregivers for both children and older relatives.

- Today, more people than ever live in a country other than the one where they were born, and while many people migrate out of choice, many others migrate out of necessity (including because of war, famine, economic hardship, and even the effects of climate change). Migrants often have lower health outcomes in their new homes than in their old ones (often caused by lack of access to health services, good work or social support).

How to approach the brief

We are excited to hear your ideas for ways to support people and communities to be healthy and well.

Thinking about the information above, and through doing wider research alongside your classmates and teacher, how might your proposal incorporate long-term thinking to make this happen?

You can choose to explore whatever priorities you want – but here are some suggestions to help inspire you:

- How can we reduce **generational inequality** between younger and older people?
- How can we address the **gender inequality** that means women are more likely to be caregivers than men?
- How might your proposal help to meet the health and wellbeing needs of **refugees** and migrants?

We are looking for proposals that:

- Use research to identify a particular group or a health-related challenge and understand how people are impacted. This may take you outside of your own personal experiences.
- Consider the social determinants of health and how these affect our ability to achieve good health. What conditions need to be in place for individuals and communities to thrive?
- Consider the wider system. What barriers prevent people from adopting healthier behaviours? What are the conditions that will enable your idea to take root? Think about why other interventions may have failed in the past. What other actors, issues or initiatives does your proposal need to consider and connect with? How will your solution get someone to do something, when there's hundreds of services out there already trying to do the same thing in different ways?
- Consider the power of collective action. Think about how an individual can collaborate with others, mobilise a community and amplify your idea to deliver change for good at a national or global level.

Powering people

**How might we
support communities
to transition to
renewable energy?**

Brief 2:

Powering people

How might we support communities to transition to renewable energy?

Background

Have you ever wondered what a complete re-imagining of our **energy systems** could look like?

What if, instead of large global companies controlling the gas and electricity we all use, the energy system of the future was affordable, sustainable and **community-owned**?

It is now widely accepted that the global energy system is in crisis. Energy prices have risen severely this year, partly due to increases in demand, and uncertainty as world conflicts have affected gas supplies in Europe. This has contributed to a **cost-of-living** crisis where many families and businesses may find it harder to afford their rising energy bills.

At the same time, **energy inequality and poverty** remain a global challenge, with some people using cheaper but more polluting energy sources like firewood or charcoal to fuel their homes. Because they are unable to access cleaner energy sources due to high costs, they are forced to use sources that actively damage both their own health, and the planet's. On top of this many people living in remote parts of the world may not be able to easily access an **electricity grid** for energy.

These sorts of issues highlight the growing gap between world-wide energy demand, and the need for green, sustainable solutions.

Currently when we think about energy, many of us will imagine big central power plants sending electricity to homes and businesses over huge geographical distances. However, local communities across the world are trying to change that.

When energy is produced locally, shared, or managed by small **co-operatives** or community groups, we call it **community energy**. This puts the power in the hands of local people and creates new income that can be reinvested in local causes and clean energy for communities.

Often community energy projects develop in areas with more wealth, but the potential benefits are even greater for those on lower incomes struggling with **fuel or energy poverty**, as energy costs are reduced.

How to approach the brief

We are excited to hear your ideas for ways to enable communities to find new, local energy solutions.

Thinking about the information above (and perhaps even doing wider research alongside your classmates and teacher) how might your proposal incorporate long-term thinking to make this happen?

You can choose to explore whatever priorities you want – but here are some suggestions to help inspire you:

- Globally we need to **transition** to more accessible, renewable forms of energy. How can communities across the world achieve this, using their local resources?
- How can we create more collaborative ways of generating, sharing and consuming energy, that are better for us and our planet's health?
- Solar and wind-based community energy projects are popular, but there is also an opportunity for heat-generating projects. Can you imagine ways to reduce the complexity of **retrofitting** and heating spaces through more sustainable means so that more communities feel able to do it?

We are looking for proposals that:

- Consider how a **co-design** approach can build and strengthen local relationships – how can this be a way of creating community empowerment, bringing together local communities, energy providers and others?
- Consider those who need clean, affordable energy the most - those most affected by energy inequality, and the cost of living crisis
- Consider climate, geography, local architecture and infrastructure, relevant technologies and how your design could be expanded and replicated in other similar locations
- Consider the existing community spaces and public assets - what local resources are available, and how can they play a role? Are there public buildings that could have rooftop solar panel installations? Is there a windy coastline perfect for hosting a wind turbine? Is there underground infrastructure suitable for distributing biogas for heating? Could local homes be upgraded with energy-efficient heat pumps?

Planet generation

How might we create stronger communities by bringing older and younger generations together to tackle social and environmental issues?

Brief 3: Planet generation

How might we create stronger communities by bringing older and younger generations together to tackle social and environmental issues?

Background

Beyond your grand-parents and other relatives, do you know any people who are old enough to have retired?

You might be less likely to answer 'yes' now, than other people your age would have 10 years ago. Britain today is one of the most **age-segregated** countries in the world, with the divide between **generations** growing sharply over the past decade. More of us than ever have little contact with other generations outside our own families, which can contribute to lower trust and weaker relationships across people of different ages.

Unfortunately, different generations are often pitted against each other. Some point the finger of blame at an older generation known as **baby boomers** for benefitting from free university education, affordable housing and job security, when many younger people today don't have the same opportunities.

Meanwhile **Gen Z** are often characterised in the media as being selfish and not caring about helping others, despite many young people being engaged with community issues. These narratives can create unnecessary barriers between people, and reduce our ability to work together – whatever our ages - to tackle some of the big social and environmental issues that our whole world faces.

There is, however, an alternative approach, that could help to heal these divisions: **intergenerational solidarity** is the name for the idea of different generations supporting each other.

There are many reasons why this is important. Young people and older people are the two groups in society most likely to feel lonely or socially isolated, with 31 per cent of 18 to 24-year-olds and 17 per cent of over 55s feeling lonely 'often or all the time'.

The challenge of independent living also affects both generations. Younger people may struggle to achieve their own independence due to rising rent and house prices. Whereas older generations face a lack of housing suitable for changing mobility needs as we age, meaning many older people lose their independence.

One of the most pressing issues we all face is the climate emergency. Recent research found that three-quarters (75%) of adults across all generations were worried about the impact of climate change, including a sense of helplessness and concern for future generations.

How to approach the brief

We are excited to hear your ideas for ways to build inter-generational empathy, connection, collaboration and understanding.

Thinking about the information above, and through doing wider research alongside your classmates and teacher, how might your proposal incorporate long-term thinking to make this happen?

You can choose to explore whatever priorities you want – but here are some suggestions to help inspire you:

- What if intergenerational relations aren't just a problem to be solved, but an opportunity to be seized?
- How can we bring people together, and so help to build stronger connections between generations, and help to build more cohesive communities?
- These relationships build on the positive resources and skills that younger and older generations have to offer each other and could be the key to tackling social and environmental issues.

We are looking for proposals that:

- Empower people from across different generations to connect and act on issues important to them and their communities. We've given the examples of mental health, housing, and climate change but you could also look much wider for inspiration on how different generation can come together to solve the challenges of our time.
- Consider diverse needs. This means designing inclusive proposals that consider the needs of different ages, abilities and mobilities to participate. Test ideas with different age groups to incorporate feedback throughout.
- Think about the wider barriers that prevent people from different generations coming together? How can these barriers be addressed? How can peoples' perspectives around youth and ageing be changed?
- Demonstrate evidence that you have thought about the feasibility and longevity of your ideas to build stronger intergenerational communities.

Evaluation criteria

Your proposals will be evaluated based on the following criteria:



Social and environmental impact:

- How does the proposal make a positive difference for people and/or the natural world?
- How does the final proposal consider diverse needs and equitable ways to meet those needs?
- How does the proposal engage with the local community in its chosen context?
- How does the proposal consider using materials, processes, and resources in a sustainable way?



Rigorous research and compelling insights:

- Has the pupil/team undertaken first-hand research by identifying the needs and motivations of people affected by the problem in your brief?
- Has the pupil/team conducted research into the wider context of the problem on the internet or through reading material?
- How does the proposal build on key insights grounded in people's needs and motivations, and gained through wider research?
- How does the proposal incorporate feedback and testing through prototyping and iteration?



Viability:

- Has the pupil/team considered how the proposal will work in practice?
- Has the pupil/team considered the cost of the proposal and how it might be funded and sustained?
- Has the pupil/team identified any potential barriers that might prevent the proposal working in practice? How might these be overcome?
- Has the pupil/team considered how they would measure the success of their proposal if it became a reality?



Creativity and innovation:

- How is the proposal different from existing solutions? How might it be better or more useful?
- What unexpected or surprising elements are included in the proposal? What value do these add to the idea?

How to submit your work

You may work as a team or individually. To submit your work into the RSA Pupil Design Awards you will need to present your proposal on **six A3 boards**. These six boards need to tell the story of your design thinking process from research to final

idea. The experts will be looking for the story of how your design developed over time. When the experts first look at your work, you won't be there to explain it, so your six boards need to do all the explaining for you!

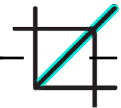
The six boards:

1. Research



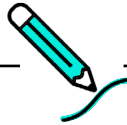
- What design brief are you tackling?
- What research have you done to investigate the challenge and understand how the people/environment are affected?
- How did you conduct some primary research to understand the issue better?

2. Findings



- What is the specific problem you are focusing on?
- What were your key findings from your research?
- What were your insights from your research?

3. Ideation



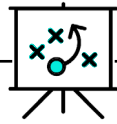
- How have you explored potential ideas?
- What ideas did you decide to explore further?
- What was successful/unsuccessful about them?

4. Testing & Development



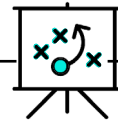
- How did you test your idea?
- Who did you ask for feedback?
- How did you incorporate feedback into your proposal?

5. Impact



- How could your proposal work in the real world?
- What could be the challenges you might face when putting your proposal into the real world?
- What positive impact will your proposal have?

6. Final Idea



- Tell us about your final idea in one statement.
- Who is your proposal aimed at and why?
- What makes it different to existing solutions?

Glossary

Age segregation - the way in which older and younger people are increasingly divided due to the way we organise aspects of society such as housing planning, workplaces, education, and social care.

Ageism - stereotyping and/or discrimination against individuals or groups based on their age.

Audience - the people who your design proposal is aimed at. It's almost impossible to come up with an idea that will be able to help everyone, so it's often better to focus on a specific group of people with a specific problem and to design a proposal for them.

Baby boomer - a term used to describe the generation of people who were born between 1946 and 1964. After World War II there was a sudden spike or 'boom' in the number of babies born.

Campaign - a planned set of activities that people carry out over a period of time in order to achieve something such as social or political change.

Circular economy - a circular economy is based on the principles of designing out waste and pollution, keeping products and materials in use, and regenerating natural systems.

Climate crisis - a change in global or regional climate patterns, in particular a change apparent from the mid to late 20th century onwards and attributed largely to the increased levels of atmospheric carbon dioxide produced by the use of fossil fuels.

Co-design - to actively work with community members or people affected by social issues to influence the design of a product, campaign, or service.

Community energy - produced when local people come together collectively to reduce, purchase, manage, or generate energy.

Community ownership - is where people from local communities collectively own or control assets and resources such as buildings, organisations, or land.

Co-operative - businesses or organisation which are owned and jointly run by group of members working together to share the profits or benefits.

Cost of living crisis - here the prices of essential items like food, fuel, and energy are increasing faster than peoples' wages leading to people struggling to afford essential living costs.

Decentralised - moving away from leadership and decision-making being made by national organisations or governments towards a more local level of governance.

Design thinking - design thinking is a process and a mindset used to tackle complex problems. It can help us explore new alternatives and to imagine and bring to life ideas that didn't exist before.

Electricity grids - deliver electricity from power plants to homes and businesses through a vast network of power generation, transmission, and delivery.

Energy inequality - where people's access to or use of energy and fuel is not fairly shared or spread out. The cost of energy and fuel is increasing, and some people may struggle to pay for the energy they need which leads to inequality between people.

Energy poverty - exists where people don't have access to reliable and affordable energy sources. Energy poverty impacts one billion people worldwide.

Energy systems - sets of processes and things that work together to deliver energy services to people.

Equity - recognising that we do not all start from the same place and must acknowledge and readdress imbalances, in contrast to equality which means providing the same to all.

Generations (or sometimes cohorts) - groups of individuals who were born around a similar time.

Generational inequality - the idea that unfairness and social challenges between different generations alive today, and future generations, is growing.

Gender inequality - the legal, social, and cultural situation in which gender determines differences in access to or enjoyment of rights among people, as well as the assumption of stereotyped social and cultural roles.

Gen Z - a term used to describe the generation of people who were born between 1997 and 2012 - the generation you belong to.

Health - a state of complete physical, mental, and social wellbeing, and not merely the absence of disease or sickness.

Health tech - includes any technology-enabled healthcare product and service that can be delivered or consumed outside of a hospital or healthcare professional's office.

Human centered design – Human-centered design is an approach to problem solving, commonly used in design, that develops solutions to problems by involving the human perspective in all steps of the problem-solving process

Ideation – the formation of ideas and concepts. As part of the design thinking process, ideation is the time to come up with as many ideas as possible before deciding which ones are the best ones to develop further.

Infrastructure - the basic systems and services, such as transport and power supplies, that a country or organisation needs to function.

Insight – an accurate and deep understanding of someone or something. This is the key bit of information or perspective you gained about the problem you are tackling that will help you decide how to address the problem and come up with ideas.

Intergenerational solidarity - the degree of closeness between generations and idea that different generations provide support to each other across the different stages of their lives.

Iteration – a cyclic process of prototyping, testing, and refining your idea. Based on the results of testing the most recent iteration of a design, changes and refinements are made to improve it.

Judging criteria – are the set of guidelines that judges will follow when looking at your work so they can evaluate it in a fair and equal way, especially when comparing different projects.

Mentor – an experienced person who is there to support and advise you throughout your design journey, maybe helping to give you a different perspective or try out something you hadn't thought of before.

Natural ecosystem – a community of organisms, where each component interacts together as a unit through biological, physical and chemical processes. A natural ecosystem is one that exists in nature, independent of any human involvement.

Natural system - the physical and natural resources in our world and how they all interact together. A natural system is one that exists in nature, independent of any human involvement, but humans can damage natural systems through environmentally harmful actions.

Planetary health - the health of human populations and natural systems that we depend on. We have a collective responsibility to pass on a healthy planet to the generations who inherit the world after we are gone.

Primary research – research that you conduct for yourself, such as interviews or taking photographs of a space or situation, as opposed to consulting books or online research done by other people.

Proposal – A design proposal comes at the end of a project once you have completed your design journey, to summarise your idea and communicate it to others.

Prototype – the first, rough, working version of an idea which you can use to test and gather feedback to improve your idea.

Reciprocal – describes something existing, experienced, or done on both sides and in return. In regenerative design, it refers to the ways in which what we produce must give back to nature, instead of just taking from it.

Refugees - people who have been forced to leave their home country in order to escape war, persecution or natural disaster.

Retrofit - to refurbish something with new or modified equipment not available or considered necessary at the time it was manufactured.

Royal Designers for Industry – an award given by the RSA to designers who have had a significant impact on their field of work.

Secondary research – research that has been conducted by others but which you use to inform your work. This can be reading a book, an interview, researching online or looking at photographs someone else took and the work they did to inspire you.

Service – a number of interactions and/or objects and technologies which all come together to provide something to the user. For example, sending a letter in the post or ordering something online and getting it delivered are both services made up of different parts.

Social determinants of health - non-medical factors that influence somebody's health; the conditions in which people are born, grow, work, live, and age.

Sustainable Development Goals - agreed in 2015 by the United Nations, designed to be a blueprint to achieving a better and more sustainable future for all.

Sustainability – using resources in such a way that they will continue to be available in the future and have minimal impact on the environment.

Wellbeing - refers to the state of being comfortable, healthy, or happy; simply put, it's about 'how we're doing' as individuals, communities and a nation.

United Nations - a worldwide organisation, bringing countries closer together, helping them to solve international problems, and to meet common goals, including health and sustainability goals.

Wellbeing - the state of being comfortable, healthy, or happy. Simply put, it's about 'how we're doing' as individuals, communities, and a nation.

World Health Organisation (WHO) - a worldwide organisation founded in 1948 and based in Switzerland. It is part of the United Nations (the UN), and its aim is to look after the health and wellbeing of people around the world.



The awards have been an amazing opportunity. I've gained so much, including the experience of being interviewed which will help me in the future.

Finalist, Pupil Design Awards





The Pupil Design Awards is a competition run by the RSA, a registered charity in England, Wales (212424) and Scotland (SC037784)© 2022

RSA, 8 John Adam Street
London WC2N 6EZ
England
pupildesignawards@rsa.org.uk
www.thersa.org/pda

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